

# K-5 Social Studies Grade Level Expectations

*Missouri Department of Elementary and Secondary Education  
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**Social Studies K-5**

<b>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>						
<b>CONCEPTS</b>	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<b>A.</b>					With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.	Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.
Purposes and principles of the Declaration of Independence						
<b>B.</b>	Identify reasons for making rules within the school.	Identify and explain why cities make laws.	Explain and give examples of how laws and rules are made and changed within a community.	Explain and give examples of how laws are made and changed within the state.  Explain the major purposes of the Missouri Constitution.	Explain the major purposes of the U.S. Constitution.  With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.	Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.
Purposes and principles of the Constitution						
<b>C.</b>	Discuss the concept of individual rights.	Discuss how individual rights are protected.	Examine how individual rights are protected within a community.	Examine how individual rights are protected within our state.	Explain the major purpose of the Bill of Rights.  Identify important principles in the Bill of Rights.	Apply the principles of the Bill of Rights to historical time periods being studied and to current events.
Purposes and principles of the Bill of Rights						

**Social Studies K-5**

<b>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States (con't)</b>						
<b>CONCEPTS</b>	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<b>D.</b>		Give examples of being an active and informed citizen in your classroom or community.	Analyze how being an active and informed citizen makes a difference in your community.  List the consequences of citizens not actively participating in their communities.	Explain how the State of Missouri relies on responsible citizen participation and draw implications for how people should participate.	Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
<b>Role of citizens and governments in carrying out constitutional principles</b>						
<b>E.</b>	Describe the character traits of role models within your family or school.	Describe the character traits of role models within your community.	Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation. See teacher resources for illustrative examples.	Describe the character traits and civic attitudes of influential Missourians. See teacher resources for illustrative examples.	Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800. See teacher resources for illustrative examples.	Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000. See teacher resources for illustrative examples.
<b>Character traits and civic attitudes of significant individuals</b>						
<b>F.</b>	Identify the flag as a symbol of our nation.  Recite the Pledge of Allegiance.	Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.  Recognize and explain the significance of symbols of your local community.	Describe the importance of the Pledge of Allegiance.  Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials. See teacher resources for illustrative examples)	Explain how the National Anthem symbolizes our nation.  Recognize and explain the significance of the Gateway Arch and the Great Seal of Missouri and other symbols of our state.	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
<b>Knowledge of the state and nation symbols</b>						

**Social Studies K-5**

<b>2. Knowledge of principles and processes of governance systems</b>						
<b>CONCEPTS</b>	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<b>A.</b>				Explain how governments balance individual rights with common good to solve local community or state issues.	Explain how the purpose and roles of government were debated c. early settlements to 1800.	Explain how the purpose and roles of government have been debated across historical time periods to current times.
<b>Purposes and roles of government</b>						
<b>B.</b>				Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 –2000.
<b>Dispute resolution</b>						
<b>C.</b>	Describe why groups need to make decisions and how those decisions are made in families and classrooms.	Describe how authoritative decisions are made, enforced and interpreted within schools and local communities.	Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.	Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or in current events.	Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.	Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.
<b>Processes of governmental systems in decision making</b>						
<b>D.</b>	Describe roles and responsibilities of people in authority in families and in groups.	Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.	Identify and explain the concept of branches and functions of government.	Identify and explain the functions of the three branches of government in Missouri.	Identify and explain the functions of the three branches of government in the federal government.	Distinguish between powers and functions of local, state and national government in the past and present.
<b>Functions of governmental systems</b>						

**Social Studies K-5**

<b>3a. Knowledge of continuity and change in the history of Missouri and the United States</b>						
<b>CONCEPTS</b>	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<b>A.</b>			Compare the culture and people in our community across multiple time periods.	Describe the migration of native Americans to Missouri prior to European settlement in the state.	Describe the migrations of native Americans prior to 1800.	Outline the territorial expansion of the United States.
<b>Understand the movement of people from many regions of the world to North America</b>				Describe the discovery, exploration and early settlement of Missouri by European immigrants.	Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.	Describe the impact of migration on immigrants and the United States c. 1800-2000.
				Describe the reasons African peoples were enslaved and brought to Missouri.	Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.	
<b>B.</b>	Create a personal history.	Compare and contrast our community in the past and the present.	Compare and contrast the changing habitats, resources, art and daily lives of native American people in regions of the U.S.	Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.	Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.	Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 – 2000.
<b>Historical perspective / Thinking / Passage of time</b>	Compare your family's life in the past and present.			Examine changing cultural interactions and conflicts among Missourians after the Civil War.		

**Social Studies K-5**

<b>3a. Knowledge of continuity and change in the history of Missouri and the United States</b>						
<b>CONCEPTS</b>	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<b>C.</b> <b>Knowledge of the contributions of significant persons in U.S. history.</b>	Describe the contributions of people typically studied in K-5 programs associated with national holidays. (See teacher resources for illustrative examples)	Describe the contributions of people typically studied in K-5 programs associated with national holidays. (See teacher resources for illustrative examples)	Describe the contributions of inventors or pioneers in their field who influenced progress in our nation. (See teacher resources for illustrative examples)	Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation. (See teacher resources for illustrative examples)	Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800. (See teacher resources for illustrative examples)	Identify and describe the contributions of historically significant individuals to the United States from c. 1800 – 2000. (See teacher resources for illustrative examples)
<b>D.</b> <b>Perspectives on the American Revolution</b>					Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.  Explain the factors that contributed to the colonists' success.	

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<b>3a. Knowledge of continuity and change in the history of Missouri and the United States</b>						
<b>CONCEPTS</b>	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<b>E.</b>				Discuss the causes and consequences of the Dred Scott decision on Missouri and the nation.	Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.  Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800	Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000
<b>Political developments and reform movements in the U.S.</b>						
<b>F</b>				Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.  Evaluate the impact of westward expansion on the Native Americans in Missouri.  Discuss issues of Missouri statehood. (See teacher resources for illustrative examples)	Investigate the causes and consequences of westward expansion prior to 1800.	Investigate the causes and consequences of westward expansion c. 1800-2000.
<b>Westward Expansion and settlement in the US</b>						

**Social Studies K-5**

<b>3a. Knowledge of continuity and change in the history of Missouri and the United States</b>						
<b>CONCEPTS</b>	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<b>G.</b>				Explain Missouri's role in the Civil War, including the concept of a border state.		Identify political, economic and social causes and consequences of the Civil War and Reconstruction.
Understanding the causes and consequences of the Civil War				Describe the consequences of the Civil War in Missouri including on education, transportation, and communication.		
<b>H.</b>						Identify political, economic, and social causes and consequences of the Great Depression.
Major economic developments in the United States						
<b>I.</b>						Identify political, economic, and social causes and consequences of World War I and WWII on the United States.
Causes, comparisons, and results of major twentieth-century wars						Identify the political, economic and social consequences of the Cold War on the United States.



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<b>4. Knowledge of economic concepts and principles</b>						
<b>CONCEPTS</b>	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<b>A.</b> <div>Knowledge of basic economic concepts</div>	<p>Describe examples of scarcity within your family and school.</p> <p>Describe examples of opportunity cost within your family and school.</p> <p>Describe examples of needs and wants within your family and school.</p>	<p>Describe examples of scarcity within your school and community.</p> <p>Describe examples of goods and services within your school and community.</p> <p>Describe consumers and producers and the relationship to goods and services within your school and community.</p>	<p>Describe consumption and production and the relationship to goods and services within your region.</p> <p>Demonstrate how people use money to buy and sell goods and services.</p> <p>Demonstrate how people barter to exchange goods and services.</p> <p>Explain the relationship of income, labor, and wages.</p>	<p>Compare and contrast private and public goods and services.</p> <p>Define natural, capital and human resources.</p> <p>Define economy.</p> <p>Explain supply and demand.</p>	<p>Compare and contrast saving and financial investment.</p> <p>Explain the relationship between profit and loss in economic decisions.</p> <p>Distinguish among natural, capital and human resources.</p>	<p>Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.</p>
<b>B.</b> <div>Understanding the consequences of economic decisions</div>			<p>Describe a personal cost-benefit situation.</p>	<p>Conduct a personal cost-benefit analysis.</p>	<p>Conduct a public cost-benefit analysis.</p>	
<b>C.</b> <div>Understanding various types of taxes and their purposes</div>				<p>Define taxes and explain how taxes are generated and used.</p>	<p>Explain how the government utilizes taxes to provide goods and services.</p>	

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D.				Explain factors, past and present, that influence changes in our state's economy.	Explain factors, past and present, that influence changes in state and regional economies.	Explain factors, past and present, that influence changes in our nation's economy.
Factors that influence the economy						Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>A.</b>	Identify maps as representations of real places.	Identify globes as representations of real places.	Read and construct maps with title and key.	Read and construct historical and current maps.	Construct and interpret historical and current maps	Use geographic sources to acquire information, answer questions and solve problems.
Reading and constructing maps	With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc.  Match legend symbols to map features.	With assistance, read, construct, and use maps which have a title and key.  Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.  Use a compass rose to identify cardinal directions on a map.	Identify the properties and use of different types of maps for a variety of purposes.			Construct maps for relevant social studies topics.
<b>B.</b>	Apply positional words to locations within the classroom	Locate a place by pointing it out on a map and by describing its relative location.	Name and locate the regions in your community.  Name and locate regions of the world.	Name and locate major cities, rivers, regions, and states which border Missouri.  Describe and use absolute location using a grid system.	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.  Locate and describe real places, using absolute and relative location.
Understanding the concept of location to make predictions and solve problems.						

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>C.</b>		Identify physical characteristics of your community. (See teacher resources for illustrative examples)	Identify and describe physical characteristics of the world. (See teacher resources for illustrative examples)	Identify and compare physical geographic characteristics of Missouri. (See teacher resources for illustrative examples)	Identify and compare physical characteristics of specific regions within the nation.	Describe and analyze physical characteristics of the nation.
Understanding the concept of place		Describe human characteristics of your community. (See teacher resources for illustrative examples)	Identify and describe physical characteristics of the student's region in Missouri. (See teacher resources for illustrative examples)  Describe human characteristics of the student's region in Missouri. (See teacher resources for illustrative examples)	Describe human geographic characteristics of Missouri. (See teacher resources for illustrative examples)	Identify and compare diverse human geographic characteristics of the nation.	Describe and analyze diverse human characteristics of the nation.
<b>D.</b>				Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.	Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.	Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
Relationships within places Human-Environment Interactions						

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>E.</b>			Describe different types of communication and transportation and identify their advantages and disadvantages.	Describe how changes in communication and transportation technologies affect people's lives.	Analyze how changes in communication and transportation technologies affect people's lives.	Evaluate how changes in communication and transportation technologies affect people's lives.
Understanding relationships between and among places			Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.			
<b>F.</b>			Define the concept of regions as places which have unifying political, physical, or cultural characteristics.	Identify regions in Missouri.	Identify different regions in the United States and analyze how their characteristics affect people who live there.	Describe different regions in the United States and analyze how their characteristics affect people who live there.
Understanding relationships between and among regions			Identify examples of different regions in Missouri. (See teacher resources for illustrative examples)	Compare regions in Missouri. (See teacher resources for illustrative examples)		
			Describe why people of different groups settle more in one place or region than another.			

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
G.			Explain how geography affects the way people live today.	Explain how geography affected important events in Missouri history.	Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.	Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.
Using geography to interpret, explain and predict						Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>A.</b>	Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.	Describe cultural characteristics of your school and community. ( See teacher resources for illustrative examples)	Compare the cultural characteristics of regions in the state. (See teacher resources for illustrative examples)	Compare the cultural characteristics of regions in Missouri. (See teacher resources for illustrative examples)	Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800. (See teacher resources for illustrative examples)	Compare cultural characteristics across historical time periods in the U.S. post c.1800 (See teacher resources for illustrative examples)  Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.
<b>Cultural characteristics of all people</b>						
<b>B.</b>	Explain how to resolve disputes peacefully in the classroom and on the playground.	Propose peaceful resolutions of disputes in the classroom and on the playground.	Demonstrate a peaceful resolution to a dispute.	Take part in a constructive process or method for resolving conflicts.	Apply constructive processes or methods for resolving conflicts.	Evaluate constructive processes or methods for resolving conflicts.
<b>Methods of resolving conflicts</b>						
<b>C.</b>	Share stories related to your family cultural traditions and family lore.	Recount stories about locations, people, and cultural events in your community.	Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales.	Research stories and songs that reflect the cultural history of Missouri.	Research stories and songs that reflect the cultural history of the early United States prior to 1800.	Research stories and songs that reflect the cultural history of the United States c. 1800-2000.
<b>Ideas and beliefs of different cultures</b>						

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
D.	Describe how you and your family remember and commemorate your cultural heritage.	Describe how your community commemorates its cultural heritage.	Describe how regions commemorate cultural heritage.	Describe how people in Missouri preserve their cultural heritage.	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
Cultural heritage and preservation						
E.				Examine the changing roles of Native Americans, Immigrants, African Americans, women and others in Missouri history.	Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.	Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.
Changing of roles of various groups						



7. Knowledge of the use of tools of social science inquiry						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>A.</b>  Identify, select, analyze, and evaluate resources to create a product of social science inquiry	Label and analyze different social studies' sources with guidance and support from an adult.  Use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Identify and analyze primary and secondary social studies' sources in classroom discussion with guidance and support from an adult.  Identify and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support.  Select and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Select and analyze primary and secondary social studies' sources to determine importance with guidance and support.  Create and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.  Analyze and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Identify, select, analyze, and evaluate resources to create a product of social science inquiry.  Evaluate and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)
<b>B.</b>  Use visual tools to communicate information and ideas	Use visual tools to communicate information.	Create visual tools to communicate information.	Use visual tools and informational texts to communicate information.	With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.	Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.  Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.	Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.  Create and present products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding on social studies' topics.

7. Knowledge of the use of tools of social science inquiry						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
C.			Explain the difference between fact and opinion in social studies' topics.	Identify facts and opinions in social studies' topics.	Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.	Explain how facts and opinions affect point of view and/or bias in social studies' topics.
Understanding and supporting fact, opinion, bias and point of view in sources.			Explain the concept of point of view in social studies' topics.	Identify point of view in social studies' topics.		Identify, research, and defend a point of view/position on a social studies' topic.
D.	Share findings about a social studies' topic.	Share findings about a social studies' topic.	Share research about a social studies' topic.	Present social studies' research to an audience using appropriate sources.	With assistance, conduct and present social studies' research to an audience using appropriate sources.	Conduct and present social studies' research to an audience using appropriate sources.
Conducting and presenting research with appropriate resources.						

7. Knowledge of the use of tools of social science inquiry						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
E.	Ask questions and find answers, with assistance.	Ask supporting questions and find answers about social studies' topics, with assistance.	Develop supporting questions about social studies' topics, with assistance.	Generate supporting questions about social studies' topics.	Generate compelling research questions about a social studies' topic.	Generate compelling research questions about a social studies' topic.
Developing a research plan and identifying resources			Describe a process to answer those questions	Use steps in a process to investigate a social studies' question.	Apply a research process to a compelling social studies' question.	Create and apply a research process to investigate a compelling social studies' question.
			Discuss types of sources that would be helpful in exploring social studies' questions.	Use appropriate sources to investigate social studies' questions.	Identify and use appropriate resources for investigating a compelling social studies' question.	Evaluate and use appropriate resources for investigating a compelling social studies' question.
F.				Investigate an appropriate social studies' question and share results with assistance, if needed.	Research an appropriate social studies' question and share results with an audience.	Conduct and present research on a social studies' question to an audience, using appropriate sources.
Conducting and presenting research with appropriate resources						
G.						Research and defend a point of view/position on a social studies' question.
Supporting a point of view						